



MARQUETTE
UNIVERSITY

COLLEGE OF EDUCATION

**POST-BACCALAUREATE
FIELD EXPERIENCE
HANDBOOK**

2011 - 2012

COLLEGE OF EDUCATION

FIELD EXPERIENCE HANDBOOK

Introduction

Welcome to the College of Education field experience program. You will have many wonderful learning opportunities in your future semesters at Marquette as you proceed through the education and field experience program. You will be placed in a variety of classrooms where you will both observe and work with practicing teachers who will help guide you to become that special teacher who will make a difference in the lives of others.

This handbook is designed to assist you in preparing for the sequence of field experiences for which you will be participating by providing you with:

- An understanding of field experiences and how these are a very integral part of your education course work
- Objectives of the field experience program
- Requirements /prerequisites for field work participation
- Expectations of field experience students

Explanation of Field Experiences

Field experiences are an important component of many of the required courses in the teacher education program. All field experiences are aligned with the College's social justice mission and are designed to provide you with opportunities to work with pupils from diverse ethnic, racial, and socio-economic backgrounds in Milwaukee area schools.

You will participate in beginning level (Pre-Professional) field experiences as well as intermediate and advanced level (Professional) field experiences. Expectations and student involvement will increase as you progress from the Pre-Professional to the Professional Program level. This will culminate with your progression to the full semester student teaching experience which occurs in your final semester. At this level, students will be required to assume full responsibility for teaching under the supervision of a highly qualified teacher.

Throughout the College of Education program courses and field experiences, you will have many opportunities to reflect upon what it truly means to be an effective urban teacher. You will be challenged to critically assess issues related to diversity and social justice and to become agents of change with a moral purpose.

Field experiences are regulated by the Wisconsin Department of Public Instruction (DPI) and the DPI approved teacher education program at Marquette University. As mandated by the Department of Public Instruction, field experiences at Marquette must comply with the following regulations as stated in the Wisconsin Administrative Code:

- Field experiences must be developmental in scope and sequence, occur in a variety of settings, and must begin upon admission to the major program and end prior to the beginning of student teaching.
- Objectives, policies, and procedures governing clinical field experiences must be provided to all participants. Criteria for admission, evaluation and retention must also be published. (Please refer to The College of Education *Graduate Handbook*)
- Clinical field experiences working directly with children and youth in school settings must be documented and evaluated a minimum of two times prior to student teaching.

WISCONSIN TEACHING STANDARDS

Field experiences at Marquette University are designed to meet the ten Wisconsin State Teacher Standards (PI 34.02). In addition, performance assessments and other key course objectives and assignments have been carefully aligned to reflect all components of the Wisconsin Teaching Standards

1. CONTENT: Teachers know the subjects they are teaching

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. METHODS: Teachers know how children grow.

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

3. **DIVERSITY: Teachers understand that children learn differently.**

The teachers understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. **INSTRUCTION: Teachers know how to teach.**

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

5. **MANAGEMENT: Teachers know how to manage a classroom.**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. **COMMUNICATION: Teachers communicate well.**

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. **CURRICULUM: Teachers are able to plan different kinds of lessons.**

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. **ASSESSMENT: Teachers know how to test for student progress.**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. **REFLECTION: Teachers are able to evaluate themselves.**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. **PROFESSIONALISM: Teachers are connected with other teachers and the community.**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

CONTINUUM OF FIELD EXPERIENCES AT MARQUETTE

You will participate in four separate field experience placements. It is important for you to know that these field experiences **cannot** be taken concurrently. For example: Field Experience I and Field Experience II **cannot** be taken in the same semester.

Elementary majors (MC-EA) will participate in the following field experiences:

- Field Experience I: EDUC 6040 – Introduction to Learning & Assessment
This is a **20 hour** field requirement.
- Field Experience II: EDUC 2347, EDUC 5217, MATH 2030
This is a **20 hour** field requirement.
- Field Experience III: EDUC 5357, EDUC 1964, MATH 2031
This is a **20 hour** field requirement.
- Middle School Practicum: EDUC 5297, EDUC 2964, MATH 2032, EDUC 5964
This is a **40 hour** field requirement for EDUC 5297/2964.
EDUC 5964 is a separate (**30 hour**) experience that occurs in the Hartman Literacy Center.

Secondary majors (EA-A) will participate in the following field experiences:

- Field Experience I: EDUC 6040 – Introduction to Learning & Assessment
This is a **20 hour** field requirement.
- Field Experience II: EDUC 5217 – Children & Youth with Exceptional Needs
This is a **20 hour** field requirement.
- Middle School Practicum: EDUC 5297
Second semester This is a **40 hour** field requirement.
Junior year Students must also register for EDUC 6020 – Literacy in the Content Area.
- Field Experience III: Advanced Methods
First semester This is a **40 hour** field requirement.
Senior year

FIELD WORK OBJECTIVES

Pre-Professional Program Level

EDUC 6040: Field experience at this level emphasizes your beginning understanding of theories of learning and includes opportunities for you to see the practical application of those theories through exposure to and observation of students in diverse settings. Under the guidance of an experienced classroom teacher, you will gain exposure to an urban school environment and participate in activities that focus on the following:

- Interviews with teachers and administrators
- Tutoring/ conducting one on one instructional activities and small group instructional activities
- Recognition of issues in education
- Structured observations to identify and understand:
 - Physical environment
 - Learning climate
 - Social interaction of students
 - Classroom management
 - Instructional methods
 - Meeting the needs of diverse students
 - Assessing student learning
 - Providing feedback to students

Professional Program Level

EDUC 5217 EDUC 2347 EDUC 5297 EDUC 6020 EDUC 5357

All Secondary Advanced Methods Courses

Field experiences at the Professional Program level also occur in the Milwaukee area and provide opportunities for more active involvement and engagement in the student learning process. Field experience at this level emphasizes the application of pedagogical strategies learned in methods coursework. You will participate in activities that focus on the following:

- Supervision of small groups of students, non-instructional activity
- Conducting small group instructional activities
- Using assessment and scoring rubrics to identify students' performance levels

- Supervision of whole group, non-instructional activity
- Conducting whole group instruction, with preparation of three to four lesson plans

How Field Placements Are Made:

In the semester before enrolling in a field placement, you must complete a Field Request Form at the time of registration. This form generates your placement for the following semester. **You must complete a Field Request Form each time you register for a course that includes a field experience.** These forms are available in the Teacher Education Office, Room 146, Schroeder Complex. Although you are able to make requests for certain placements, it is not always possible to honor the request being made. It is also important for you to know that all beginning field placements are urban placements in the Milwaukee Publics Schools, Milwaukee area charter schools or urban parochial schools.

All field placements and student teaching assignments are arranged by the Director of Field Placements. **Under no circumstances are you permitted to initiate contact with a school to arrange your own placement independent of the director.** Any concerns regarding placement should be discussed immediately with the Director of Field Placements.

EDUC 6040 Field Placement:

This field experience requires that you spend a total of 20 hours in your assigned classroom over the course of the semester. This means you must report to your classroom once a week for two hours. Because the field experience is designed to be developmental, it is critical that you are at the school every week. It is not acceptable to condense your hours into four or six hour increments in an effort to avoid attending on a weekly basis. Your failure to comply with this expectation will clearly jeopardize your ability to successfully complete the course. If you are unable to attend your field placement due to illness, it is important that you notify the school and leave a message for your cooperating teacher.

Field placements will **not** get changed because you have failed to contact your cooperating teacher and/or you did not report to the school as you should have done. Field placements also will **not** get changed because you would prefer to be at another school.

Please be prepared to inform your cooperating teacher of Marquette's expectations of you during the time you are in the classroom. Although teachers receive letters from the Director of Field Placements outlining those expectations, they often want to hear from you, the field student, why you are there and what exactly is required of you. In this beginning field placement, we want you to spend time observing the teacher in the classroom as well as working on a one-to-one

basis with a student or in small groups. You are encouraged to be as active as possible and to offer your assistance to the classroom teacher.

Important note to secondary majors: When you are placed with a cooperating teacher who is teaching two different subjects, you are required to be in the classroom for your specific content area (major) only. For example, you are **not** to be there for English if you are a History major and vice versa. It is critical that you are in the classroom to observe the teacher teaching in the area in which you plan to teach.

How To Contact Your Cooperating Teacher:

You want to begin by calling your cooperating teacher at the school and leaving a very brief but detailed voice mail message stating the following:

“Hello, my name is Julie Jones and I am the Marquette field student that has been assigned to your classroom this semester. Please call me at _____ or email me a _____ so we can arrange a time for me to begin my field experience in your classroom. I look forward to hearing from you and working with the students in your class.”

Please be sure to speak clearly when leaving your voice mail messages to your cooperating teacher!

You may also want to check the school Web site to see if the email addresses for teachers are listed and/or the school secretary may be able to provide this information. It is always a good idea to also send an email to the cooperating teacher when you make that first phone call. In fact, many teachers seem to prefer this method of correspondence.

If you send an email, be sure that it is written in a professional manner.

It is also important to note that teachers are **not** able to make long distance calls from their schools. If you do not have a (414) or (262) area code, you will need to be certain that you provide your e-mail address as well as your phone number.

Once you have made contact with the teacher and have introduced yourself once again, you will want to clarify the following information:

- The number of hours per week that you will be working in the classroom (two hours per week for EDUC 6040)
- Negotiate with your teacher a day and time that you can work in the classroom.

You must be flexible in your scheduling and respectful of the teacher’s schedule.

You should report to the classroom on the same day and same time each week in an effort to establish consistency.

- Once you have negotiated your day and time of attendance with the cooperating teacher, you may also want to ask the following:
 - Are there any days when school will not be in session on the day that I would normally be attending?
 - Are there any field trips planned for the days I will be there?

This will assist you in avoiding an unnecessary trip to the school because the cooperating teacher forgot to inform you that school would not be in session that day.

Teachers tend to be especially busy at the start of the school year. Please continue to be conscientious in your attempts to make contact with your cooperating teacher. If your teacher does not return your second phone call, please ask the secretary to take a paper/pencil message which can be placed in the teacher's mailbox. There have been occasions when the voice mail system does not work properly in schools and teachers report that they have not received the messages so please do not think your cooperating teacher is not interested in working with you.

If you have received no communication from the cooperating teacher after three phone calls and two emails, please leave one last voice mail and one last email informing the teacher that you will report to the school on _____ at _____. The best time to see the teacher is **before** school begins in the morning. **Never report to a teacher's classroom when he/she is teaching and attempt to negotiate your day and time of attendance!**

- Most schools are locked during the day. When you report to the school, you will need to press the door bell and speak into the intercom informing the office staff that you are a Marquette field student.
- Always report directly to the school office when you arrive each week as you are required to sign in and sign out.

Directions to Schools:

Map schedules are available through Marquette's Public Safety Office if you are planning to take a city bus.

If you have a car, please access Map Quest to receive the best directions, mileage, and length of time it will take to get to the school.

Professional Attire and Behavior:

It is an important expectation of the College of Education that you look professional when you report to your assigned field placement. Examples of inappropriate clothing which should **not** be worn at your field site would include: blue jeans, shorts, low cut clothing, tank tops, short skirts, flip flops.

Professional behavior in your interactions with all school staff is also expected when you are at your assigned school. We expect that you will be polite and demonstrate a positive and friendly attitude at all times during your visits to the school. It is important to remember that you are a guest in the school and you should not take this opportunity for granted.

Principals and teachers notice inappropriate dress and behavior even if nothing is said to you. Unfortunately, this may not be shared with you, but could be reflected in the final evaluation the cooperating teacher completes on your performance over the semester.

Helpful Hints To Ensure Your Success In The Classroom:

1. Regular and consistent attendance is both crucial and required.
If you are unable to report to the school due to illness, you must notify your cooperating teacher.
2. Show your enthusiasm, willingness to learn and commitment to the profession by offering to provide active “hands-on” assistance to the cooperating teacher.

You want to make sure the message you convey to the cooperating teacher is: *“I really want to learn from you and work with the students in your classroom. Please tell me what you would like me to do today.”*

Although observation is an important component of all field experiences, you want to avoid sitting in the back of the room taking notes and appearing to be disengaged in the activities of the classroom.

3. Demonstrate a spirit of cooperation and interest by volunteering to do something extra in the classroom. Teachers do notice and are impressed with field students who demonstrate their willingness to exceed normal expectations of the field experience.
4. Do not be afraid to circulate among the classroom as students are engaged in group learning activities or independent seat work. Although teachers generally welcome this, you will want to first check with your cooperating teacher.

5. Do not be shy about asking questions of your cooperating teacher. This is another way to demonstrate your sincere interest in learning. However, please refrain from interrupting the teacher to ask questions when he/she is actively involved in teaching.
6. Remember your purpose in being at the school. You are there to learn and to help. You are not there to judge.
7. Ask your cooperating teacher for feedback as he/she observes you working in the classroom and be receptive to suggestions that are provided.
8. Always remember to notify your cooperating teacher in the event of illness. Inform the teacher that the missed hours will be made up and that you will be there the following week. **Do not presume that cooperating teachers will be aware of your midterm break if it happens to fall on one of the days you are scheduled to report to your school.** It is your responsibility to alert the cooperating teacher to this.
9. Be sure the cooperating teacher still has your phone number and/or e-mail address in the event he/she needs to contact you of a school closing or school event that may prevent your classroom participation.
10. Dress professionally, act professionally and speak professionally! This cannot be emphasized enough!

Things To Avoid That Could Jeopardize Your Success In The Classroom:

1. Do **Not** use your cell phone in the school! Use of cell phones and text messaging in the classroom will not be tolerated. Cell phones must be turned off and out of sight.
2. You cannot start attending your field experience in the middle of the semester. If you have not been timely in scheduling your observations at the beginning of the semester, the teacher may not permit you to remain in his/her classroom. In this case, a new field placement will not be assigned to you because you failed to contact your cooperating teacher.
3. It is unprofessional to end your placement early because you *'got your hours in.'*
4. Field students who do not satisfy the required number of hours, are inconsistent in their attendance or attempt to begin their field experience late in the semester or in any other way are not successful in their field work run the risk of failing the field experience and the course.

5. All field hours are completed at your assigned school. It is not acceptable to stop attending the school to which you are assigned and request to complete your hours elsewhere.

If a principal or cooperating teacher requests you be terminated from your field placement, you will not receive a new placement. You will need to retake the course in the following semester at which time a new field placement will be secured for you.

Digital Permanence:

Please be advised about digital permanence!

Some schools are now requesting the names of Marquette field students very early so they can conduct their own internet content background check. If you are found to have inappropriate internet content, the school will reject your field placement.

Please remember that anything you post online can be accessed by the students with whom you are working. You are encouraged to be very careful about what you are putting on Facebook and internet tweets that could cast you in an unprofessional light. Inappropriate and unprofessional postings will only serve to discredit you, your cooperating teacher and the school to which you are assigned.

Please! If you have any inappropriate material on Facebook, take it down before you begin your field experience.

Field Experience Verification Form:

The Field Experience Verification form is an important document which verifies that you successfully completed the required number of hours at your assigned field placement. You must present this form to your cooperating teacher for his/her signature each time you are at the school. **Never leave this form in the teacher's classroom during the semester!** This is something you must keep in your possession and ask the teacher to sign and date for each visit. At the end of the semester, your cooperating teacher must provide a final signature and verify the number of completed hours at the bottom of the form.

You must submit the yellow copy of the form to your course instructor on the last day of class. You should keep the white copy (original) for your personal records.

Field Experience Evaluation Form:

Your cooperating teacher will be asked to complete a final evaluation of your performance near the end of the semester. You will receive the evaluation form from your course instructor during

the semester. It will be important for you to provide the evaluation form to your cooperating teacher, ask him/her to complete it and give it back to you before the end of the Marquette semester. The evaluation form will be due to your course instructor on the last day of class. Please be sure that you remind your cooperating teacher of this. You will also want to ask your cooperating teacher to share the results of the evaluation with you in your efforts to continue to develop and refine your skills.

Graduate Student Handbook:

Please be sure that you have carefully read the *Graduate Student Handbook* prepared by the College of Education for additional detailed and important information regarding your progression through the education program as well as learning about important program deadlines.



Marquette University College of Education

FIELD EXPERIENCE HANDBOOK VERIFICATION FORM

My signature on this form serves to verify that I have read the contents of the Field Experience Handbook.

I fully understand all of the following:

- that field experiences cannot be taken concurrently,
- that field experiences occur in the Milwaukee area only,
- the importance of contacting my cooperating teacher immediately and attending my field placement each week,
- all requirements expected of me during the field experience.

I further understand and accept that if I fail to adhere to any of the requirements as outlined in the Field Experience Handbook, I will be terminated from my field placement.

PRINT NAME

DATE

STUDENT SIGNATURE